



ASSESSMENT OF ACADEMIC LEARNING POLICY

Formal and informal assessment within the curriculum includes the marking of pupils' work, the recording of pupils' progress and achievements, and reporting.

The purposes of Assessment

1. To support each individual pupil to work towards achieving his academic potential.
2. To provide realistic and systematic judgements on the achievement and progress of individual pupils.
3. To monitor the progress of each pupil against a professional judgement of his capability and potential.
4. To keep parents informed about their son's progress and achievement.
5. To assist all pupils to take appropriate and increasing responsibility for assessing aspects of their own achievement and progress.
6. To enable pupils to make informed subject choices, and to support their applications to Further and Higher Education and employment.
7. To enhance teaching skills, including planning.
8. To provide consistent, relevant, and clear marking, grading and annotation.

How these purposes are achieved:

- 1. To support each individual pupil to work towards achieving his academic potential.**

Effective assessment will:

- Meet the School's Integrated Assessment, Tracking and Target Setting priorities.
- Measure pupils' progress against relevant learning objectives and success criteria.
- Be outlined in departmental schemes of learning.
- Emphasise positive achievement.
- Identify areas needing development or improvement with individualised strategies for improvement.
- Provide feedback to pupils for the purpose of improvement.
- Be rigorous and robust.
- Be tracked on SIMS or equivalent.

- 2. To provide realistic and systematic judgements on the achievement and progress of individual pupils.**

Formative assessment will:

- Adhere to whole school and departmental policies on assessment, homework, Controlled Assessments and coursework.
- Adapt lessons and, where necessary, schemes to the learning outcomes identified through assessment.
- Rigorously and robustly track, monitor and evaluate, to inform individualised learning outcomes.

Effective summative assessment will:

- Highlight positive achievement and effort.
- Clearly inform each pupil, and his parents, of the level of his achievements and progress over a set period.
- Set targets which will help a pupil to improve his achievement and rectify weaknesses.

Summative assessment is carried out by:

- Regular department tracking tests.
- Formal school exams for all pupils, including trial examinations in Year 12, 13 and 14.
- Formalised assessment carried out by departments as part of KS3, GCSE and A Level/BTEC courses.
- Individual teacher assessment being corroborated by departmental monitoring, including standardisation meetings.
- External assessments, including Year 11 modules.
- PTE/PTM at KS3.

3. To monitor the progress of each pupil against a professional judgement of his capability and potential.

This is achieved, in addition to the above, by regular setting and marking of classwork and homework, monitoring by Heads of Department and subject leaders, and the analysis and evaluation of external exam results. Target setting will be employed both to motivate and evaluate individual and class progress. The core assessments will be rigorous and robust and tracked using SIMS

4. To keep parents informed about their son's progress and achievement.

Regular liaison with parents is a vital aspect of effective assessment practice. Liaison with parents is carried out by:

- Annual reports
- Parent-teacher consultation meetings.
- The practice of contacting parents as a matter of course if a pupil experiences persistent difficulties.
- Encouraging parents to contact the school if they feel there is a problem.

5. To assist all pupils to take appropriate and increasing responsibility for assessing aspects of their own achievement and progress.

- Designated programmes to develop study skills in each Key Stage.
- Academic Target Setting.
- Pupil feedback.
- Differentiation, as appropriate for SEN pupils and use of PLPs.

6. To enable pupils to make informed subject choices, and to support their applications to Further and Higher Education and employment.

- Public exam predictions will be evidence-based and informed by school-based assessment.
- CEIAG interviews for all pupils in Years 10, 12 and 13. Higher Education applicants to be interviewed prior to completion of their reference, by allocated referee.
- CEIAG for statemented pupils, as key stage transition process, by DE careers advisors.

7. To enhance teaching skills, including planning.

- Regular assessment of learning, including class and homework.
- School and departmental analysis of external examination results.
- Agreed departmental moderation procedures.
- Departmental analysis and discussion of school-based assessment and examinations.

8. To provide consistent, relevant, and clear marking, grading and annotation.

- Each departmental handbook will contain policies which agree a consistent approach to assessment, homework, coursework and Controlled Assessment.
- The Head of Department/subject leader to monitor policy-into-practice and evaluate, in consultation and collaboration with department colleagues.
- All assessment objectives, criteria and marking grids should be communicated to all pupils.
- All members of each department to mark and/or grade according to departmental policy.
- Annotation to be legible, clear, highlight positive achievement and identify potential improvement.
- Marking and annotation of coursework to follow examination board guidelines.

Good Practice

- Marking is frequent and consistent, resulting in pupils being fully aware of what is required to improve their performance.
- Efficient records of pupils' performance are maintained and used to monitor progress; the records are used to respond to individual pupil needs.
- Purposeful home learning is set regularly and marked for improvement.
- Assessment for learning is fully understood and utilised by the teachers.
- Success is celebrated to enhance pupils' confidence, motivation, and self-esteem.
- Teachers use the outcomes of pupil assessment to provide feedback for the purpose of individual and class pupil improvement.
- Teachers use the outcomes of pupil assessment to self-evaluate their teaching strategies and resources.